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ABSTRACT

This brief document describes a system of performance measures and standards for secondary and adult vocational education programs that determine Guam Community College's vocational program outcomes. The three components of the system are academic competency measures and standards, labor market measures and standards, and special needs accessibility measures and standards. For each component are listed the objective(s), one or more measures, the standard for each measure, and the instrument used for measurement. Academic measures determine outcomes in the acquisition of reading skills through pre- and posttest reading level measures at the secondary and postsecondary levels. Labor market measures/standards determine the vocational program completion rates of vocational graduates in their specialty areas and determine wage rates of vocational graduates in relevant areas. The three labor market measures/standards are vocational program completion rate measure (secondary), wage rate measure (secondary), and wage rate measure (postsecondary). Special needs accessibility measures and standards determine the placement rate of special needs students entering the job market. A glossary defines the terms used. (NLA)

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TERRITORY OF GUAM

Performance Measures & Standards for Vocational Education

P. L. 101-392

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September 18, 1992

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for Vocational and Adult Education
U. S. Department of Education
Reporters Building, Room 216
400 Maryland Avenue
Washington, DC 20202-5612

SUBJECT: GUAM SYSTEM OF PERFORMANCE MEASURES AND STANDARDS

Dear Dr. Warnat:

This letter is to submit to you the Guam System of Performance Measures and Standards for Vocational Education in compliance with Public Law 101-392, Section 115(a) of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

Our Performance Measures and Standards were adopted by the State Board of Control for Vocational Education on September 16, 1992.

In working with the Committee of Practitioners, emphasis was placed on keeping the measures at a manageable level, to set attainable goals, and to establish six (6) measures that apply to both secondary and adult students.

We look forward to working with you and members of your staff as we continue in our efforts to improve vocational-technical education.

Sincerely,

JOHN T. CRUZ
President/State Director for
Vocational and Adult Education

JTC(wpa4.2)

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GUAM SYSTEM OF PERFORMANCE
MEASURES AND STANDARDS
FOR VOCATIONAL EDUCATION

O V E R V I E W

General Information:

The Carl D. Perkins Vocational and Applied Technology Education Act (Perkins II) requires each state (or territory) to "develop and implement a Statewide System of Core Standards and Measures of Performance for Secondary and Postsecondary Vocational Education Programs." P. L. 101-392, Section 115(a)

Further, Perkins II (P. L. 101-392, Part B, Section 115), mandates that the State Board of Control for Vocational Education implement the Performance Measures and Standards by September 25, 1992

In working with the Committee of Practitioners, emphasis was placed on keeping the measures at a manageable level, to set attainable goals, and to stay within the required six (6) nationally required measures.

Performance Measures and Standards apply to both secondary students and adults and are subject to revisions as deemed necessary based on monitoring, evaluation and assessment.

Purpose of Performance Measures and Standards are:

-to monitor outcomes at the local level;
-to provide data for Federal reporting; and
-to develop a system to enhance program improvement.

The Final Proposal:

The Committee of Practitioners has included the required measures of student progress in basic and advance academic skills in terms of competency gains. Completion rates and wage rates are also included as part of the system. Additionally, the proposed Performance Measures and Standards include placement rate as an incentive to improve special population access in the vocational programs.

WPA4.2(BRIEFING.S&M)
July 8, 1992

GUAM SYSTEM OF PERFORMANCE MEASURES AND STANDARDS FOR VOCATIONAL EDUCATION

Adopted by the Guam Community College Board of Trustees/State Board of Control for Vocational Education Wednesday, September 16, 1992

Purpose

This System of Performance Measures and Standards is intended to give the College the capability to determine vocational program outcomes in a composite format. Academic outcomes, labor market outcomes, and special population accessibility are the three general types of measures. In applying the measures and standards, the College can better gauge its successes and deficiencies as they relate to the programs of instruction. By clearly defining the measures and standards, conjecture is minimized.

Definitions

A Performance Measure is a variable used to identify a particular outcome, e.g., placement rates, program completion rates, program accessibility ratio, etc.

A Performance Standard is the acceptable level of competency, e.g., 70% of graduates will be employed in the related area of training, and 80% of the students will increase their reading comprehension by one grade level, etc.

Components

Three major components make up the system. These are:

1. **Academic Competency Measures and Standards;**
2. **Labor Market Measures and Standards; and**
3. **Special Needs Accessibility Measures and Standards.**

I. ACADEMIC COMPETENCY MEASURES AND STANDARDS

Objective --- To determine the outcomes in the acquisition of reading skills.

A. **Pre and Post Test Reading Level Measure (Secondary, VHS Campus)**

The Vocational High School Placement test helps to identify those students needing instruction in reading and writing. These students are placed in the Developmental Education Program and are given a pre test at the beginning of the school year and a post test at the end of the school year.

1. Standard: Based on pre test/post test scores, 70% of the students will acquire an average gain of .5 grade growth.

2. Instrument: The test administered will be the Gates-MacGinite Reading Test.

B. Pre and Post Test Reading Level Measure (Postsecondary)

The Postsecondry Placement Test helps to identify those students needing instruction in reading and writing prior to placement in the Freshman English course. Students identified as needing EN100R - Fundamentals of English - Reading will be given a post test at the end of each semester enrolled in the course.

1. Standard: 70% of the studerts taking both the pre test and post test in the EN100R course will acquire an average gain of 1.0 grade growth.

2. Instrument: The test administered will be the Test on Adult Basic Education (TABE) Reading Test and/or the California (Reading) Achievement Test.

II. LABOR MARKET MEASURES AND STANDARDS

Objective --- To determine the vocational program completion rates of vocational graduates in their respective areas of specialty.

Objective --- To determine the wage rates of vocational graduates in areas related to their training.

A. Vocational Program Completion Rate Measure (Secondary, VHS)

1. Standard: 70% of 10th graders who enter the Vocational High School will complete a vocational program.

2. Instrument: Registrar's head count of 2nd semester 10th graders and graduation list of that same group of 10th graders. Establish a ratio-number of graduates vs. 10th grade head count of the same group.

Note: The same measure may not be possible for postsecondary, in that most are part-time students. They take longer than two years to graduate. Some stop for a semester or longer and then return.

B. Wage Rate Measure (Secondary, VHS & DOE)

Vocational graduates will be surveyed, one year after graduation, to determine the rate.

1. Standard: The mean hourly rate will be higher for graduates employed in a related field than graduates employed in a non-related field.

2. Instrument: The annual Graduate Follow-up and Employer Survey will be administered to completers.

C. Wage Rate Measure (Postsecondary)

Postsecondary certificate and degree completers will be surveyed, one year after graduation, to determine the rate.

1. Standard: The mean hourly rate will be higher for graduates employed in a related field than graduates employed in non-related field.

2. Instrument: The annual Graduate Follow-up and Employer Survey will be administered to completers.

III. SPECIAL NEEDS ACCESSIBILITY MEASURES AND STANDARDS

Objective --- To determine the placement rate of special needs students entering the job market.

A. Placement Rate Measure (Special Needs, GCC Secondary)

1. Standard: 90% of special needs graduates will be successfully placed on the job.

2. Instrument: The Special Needs Department will work with the State Agency's Graduate Follow-up Office to assist in conducting the Graduate Follow-up and Employer Survey.

GUAM SYSTEM OF PERFORMANCE
MEASURES AND STANDARDS
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G L O S S A R Y

Academic Competency	Pertains to measures of learning and competency gains, including student progress in the achievement of basic and more advanced academic skills.
Accessibility	Members of special populations will be provided access to the full range of vocational education programs available and will have equal access to recruitment, enrollment and placement activities.
Board of Trustees	Serves as both the Board of Trustees of the Guam Community College and the State Board of Control for Vocational Education
College	Guam Community College
DOE	Department of Education (Guam)
Labor Market Measures	Pertains to job or work skill attainment or enhancement including student progress in achieving occupational skills necessary to obtain employment in the field for which the student has been prepared, including occupational skills in the industry the student is preparing to enter.
VHS	Vocational High School